

THE SCHOOL DISTRICT OF PHILADELPHIA

SCHOOL-PARENT COMPACT

The Hill-Freedman World Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

*This school-parent compact is in effect during school year **2017-2018**.*

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Hill-Freedman World Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- *Ensure the **fourth** Year of the Hill-Freedman's full IB Middle Years Program (grades 6-10) and begin our **third** year as a IB Diploma Program (grades 11 and 12)*
- *Make connections with local universities: Arcadia University, University of Pennsylvania, Temple University, Drexel University and LaSalle University*
- *Engage Hill-Freedman MS and HS students in surveys to develop a student centered high school learning experience*
- *Utilize the Philadelphia School Partnership Grant to support facility enhancements*
- *Develop community connections to support the High School and the transition program for students with special needs*
- *Continue our Inquiry Period to promote the tenets of I.B.*
- *Continue electives courses every Wednesdays (MS) where ALL students (general population and students with special needs) get to select a course of their interest*
- *Build a study period into roster as HS student support for Personal Project, grade enhancement, individual tutoring and college acceptance*
- ***Roster a seminar course for freshmen and sophomores to support the transition to high school and into the DP program***
- *Implementing the efforts based paradigm: I believe in you; I know you can do it: and I won't give up on you*
- *Fidelity to the Common Core Standards and the tenets of the International Baccalaureate Middle Years Program and Diploma Program*
- *Provide as many teachers as possible training offered by the International Baccalaureate*
- *Teaching at an advanced level school-wide (Math and Reading)*
- *Supervision of instruction focused on building a professional learning community and building best practices around Danielson's Framework for Teaching*

- *Incorporating the 9 research based strategies that improve student achievement*
- *Creating Professional Development Plans (PDPs) to improve teacher practices and student achievement*
- *Providing professional development to teachers focused on improving their instructional practices (Inquiry Based Learning, Assessment, Inclusion, Service Learning)*
- *Providing international connections via Epals, Ambassadors Program, Eisenhower Fellows and college and university connections.*
- *Continue to support students in an extended day program to improve Math and Reading skills*
- *Provide training for parents on the initiatives related to the International Baccalaureate Program*
- *Support students with special needs by providing them with a buddy*
- *Implement Special Olympics unified sports program*
- *Create partnerships that will support the growth of our current school model*
- *Engage parents in the School Advisory Committee to ensure parents voices are heard, particularly with the Comprehensive Plan*
- *Continue Chat and Chews with the principal to engage parents concerns and ideas about improving the learning experience of their children.*
- *Implement **MTSS** with fidelity to support students academically and provide supports with students with attendance concerns*
- *Utilize Community Restoration Initiative to support positive school culture (Peer Leadership Program)*
- *Chromebook 1:1 initiative supported by PSP grant for all 9-12 grade students*
- ***Continue tradition of combine MS/HS musical***
- *Provide opportunities for students with Autism in 12th grade for internships through Project Search based on Drexel's campus and Einstein's work ready program*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Each parent will have access to the school's monthly calendar via the school's website which will delineate important dates such as conferences that are based on the District schedule and calendar. On back to school night (September 27, 2017), parents will be able to meet all of the teachers and discuss school academic expectations. Each marking period parents will have report card meetings for all students. Teachers are available during the day to meet with parents regarding grades and behaviors

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents have access to many of the teachers' assignments and lesson plans on teacher websites and through platforms like Google Classroom. Interim reports will be sent home to inform caregivers of progress in the middle of marking periods. Teachers will maintain contact with students' caregivers via the weekly caregiver folder and phone calls. Teachers are expected to call home at least once a week for "shout outs" and areas of improvement.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

Staff is available on an appointment basis whenever caregivers have concerns. HFWA staff will make the appropriate accommodations to schedule a meeting with parents within 24 hours of a request. Teaching schedules are flexible so that parent meetings, if needed, can be conducted.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:

*Caregivers are welcomed to be chaperons on trips and participate in the Hill-Freedman World Academy Home and School Association Meetings (third Wednesday of each month). Parents will receive written and verbal notice (via School Messenger). Hill-Freedman has an open door policy that invites parents to come and visit classrooms. This year we have had several inquiries from parent willing to support the daily activities in the school. **Hill-Freedman encourages the involvement of the School Advisory Counsel**, particularly with hiring of new staff.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- *Monitoring attendance*
- *Monitoring use of social media and computer applications*
- *Making sure that homework is completed*
- *Monitoring amount of television my child watches*
- *Volunteering in my child's classroom*
- *Participating, as appropriate, in decisions relating to my child's education*
- *Promoting positive use of my child's extracurricular time*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate*
- *Serving, to the **greatest** extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.]*



Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do our homework every day and ask for help when we need it*
- *Read at least 30 minutes every day outside of school time*
- *Give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day*

The Hill-Freedman World Academy will:

1. **Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.**
2. **Involve parents in the joint development of any school-wide program plan in an organized, ongoing, and timely way.**
3. **Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
4. **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
5. **Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
6. **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
7. **Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
8. **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is**

not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the Hill-Freedman World Academy will:

- 1. Recommend to the Regional **No Child Left Behind** District Liaison, the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
- 2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
- 3. Work with the School District of Philadelphia in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
- 4. Work with the School District of Philadelphia to ensure that a copy of the State Education Agency’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)